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ABSTRACT

Fifty-five trade books that will help second graders increase their understanding and knowledge of the concept of communities are cited in this annotated bibliography. Dates of publication range from the 1940's to the present. The bibliography is organized by three major categories: local communities, national communities, and international communities. The second grade social studies text "Living in Communities" (Silver Burdett) was used to identify concepts within these areas. The trade books have reading levels from first through fourth grade and include both fiction and nonfiction. A content summary of each book and tips on how the book could be used in the social studies classroom are provided. The bibliography concludes with a summary of the concepts used when identifying the books. (RM)

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A REVIEW OF TRADE BOOKS IN SOCIAL STUDIES DEALING WITH COMMUNITIES

by

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Study Directed

by

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SO 016 150

Submitted in partial fulfillment of the requirements
for the course E591--Exit Project
Indiana University at South Bend
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INTRODUCTION

The social studies curriculum in the second grade deals with the various components that make up a community. Students learn how to define these components that make up rural, urban, and suburban communities. First, a study is made of their own community. It is important to understand how families help each other, how families make a living, how families learn, and how families use their leisure time. The geographic location and natural resources may determine the jobs that are available to a community and help determine the types of recreation. Students learn how their community forms organizations to meet certain needs: schools, churches, businesses, and recreational facilities. Therefore, the students become aware of how their own community meets the needs and interests of all of the people who live in their community.

Secondly, the students study another community. By studying this community's geographical location and natural resources, they begin to understand how that community meets the working, learning, and playing needs of the people living in their community. It begins to become evident how this community is like their own community. And, it also becomes evident how this community is different from their community. Therefore, students are able to draw valid conclusions about the

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likenesses and differences between communities.

Children need to learn how to read content area books so that they can gain new information and new concepts. Books can be used in many ways in the social studies program. Some suggestions made by Schreiber are:

1. Using a book with the text: after a concept has been presented, choose an appropriate book to read to the class. Show the pictures and ask questions that would reinforce the concept that was taught.
2. Use a book to introduce a concept: after reading a book, have the students draw a map showing the places in the story.
3. Use a book for a small group activity: let the children act out a play. (Schreiber 1984)

Schreiber states that "there are children's books to help develop the idea of people working together to meet their needs and wants. This concept is employed throughout the school years to develop knowledge and understanding of our global society. In early childhood and the primary grades the idea of 'interdependence' is developed primarily through the studies of families, neighborhoods, and communities." (Schreiber 1984) By reading about local, national, and international communities, students learn how communities compare and contrast with their

own community. Trade books give children an opportunity to increase their knowledge about all types of communities. "Children's books can go beyond the standard textbook in stimulating interest in social phenomena. Books can furnish insights and clarify the emotional factors involved in man-man and man-land relationships that the textbook, in its present format, cannot adequately present." (Keach 1974) Huss also stated that "...books can supplement the skeleton information presented in a basic text or group of textbooks...books provide more depth and meaning than can be found in factual material...children's books can enrich the social studies by stimulating existing interests and creating new ones." (Huss 1961) Through trade books, students will be able to richly increase their knowledge of people around the world and how they meet their needs by living in communities. By learning how people around the world live, students will begin to develop a better understanding how we live in a global community, and how the world communities must work and plan together to meet the future needs of all of the people in the world. Marker stressed the importance of global education by teaching students to view the world from certain perspectives, by preparing students for global citizenship, and teaching a way of thinking about the world which can be characterized by the notion of "spaceship earth" - that we are "all in

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this thing together, and the fate of some of us is quickly becoming the fate of all of us". (Marker 1977)

STATEMENT OF THE PROBLEM

Trade books may provide a valuable resource in helping students gain knowledge about local, national, and international communities. By reading a variety of trade books, students will be able to enrich their understanding of how other communities compare and contrast with their own communities. They will begin to gain a better understanding of how people in all parts of the world have the same basic needs and how people are able to meet these needs.

PURPOSE OF THE STUDY

In the area of social studies at the second grade level, the elementary teacher needs to provide the student with the opportunity to explore trade books that will enrich their knowledge of their own community, the communities of their country, and the communities of the world. The students need to develop an understanding and an appreciation of all people in the world. They need to understand that people have the same basic needs, and that people live in communities to meet these needs.

ORGANIZATION OF THE STUDY

This study involves the review of trade books that

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are available on communities at the local, national, and international levels. First, a selection of trade books that are readily accessible to the students at the Woodland Elementary School Library will be reviewed. Then, a review will be made of trade books that are available at the Elkhart Public Library. In addition, books that are available at the Resource Center at Indiana University at South Bend will be reviewed.

A review will be prepared of these trade books on communities at the second grade level. In addition to the review, instructional suggestions will be given as to how the book can be implemented into the current social studies curriculum. Finally, reviews from other sources will be included if available.

Because of the diversity of the students' reading ability, the trade books will be chosen from first through fourth grade reading levels. The trade books will include fiction as well as non-fiction. The trade books will then be categorized according to local, national, and international communities.

This study will be based on the concepts in the second grade social studies curriculum book, Living In Communities, by Silver Burdett Company in the Elkhart Community Schools, Elkhart, Indiana.

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GLOSSARY

community -- "people or families living in a certain place or area." (Anderson 1979:202)

concept -- "any general or abstract intellectual representation of a situation, state of affairs, or object." (Good 1973:125)

culture -- "the integral whole consisting of implements and consumers' goods, of constitutional charters for the various social groupings, of human ideas and crafts, beliefs and customs." (Malinowski 1944:36)

custom -- "a complex mode of socially established behavior not due to biological inheritance which is enforced by social disapproval of its violation." (Good 1973: 161)

curriculum -- "a group of courses and planned experiences which a student has under the guidance of the school." Good 1973:151)

fiction -- "the category of literature with imaginary characters and events, including novels, short stories, etc." (American Heritage 1972:343)

geography -- "the location, arrangement, or physical features of a region or place." (American Heritage: 1972:386

geographic location --"of or in geography:geographic location." (American Heritage 1972:386)

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global -- "of the entire world, worldwide." (American Heritage 1972:392)

global education -- "1. teaching students to view the world from certain perspectives. 2. preparing students for global citizenship. 3. a way of thinking about the world which can be characterized by the notion of 'spaceship earth' that we are 'all in this thing together, and the fate of some of us is quickly becoming the fate of all of us'." (Marker 1977:13)

international --"of or between two or more nations or nationalities." (American Heritage 1972:476)

local -- "of a limited area or place." (American Heritage 1972:526)

multicultural education -- "education recognizing many different cultures and ethnic groups in preparing children for understanding and participating in a pluralistic society." (Elkhart Community Schools 1980)

national -- "of a nation as a whole." (American Heritage 1972:593)

natural resources -- "those aspects or elements of man's environment such as climate, mineral deposits, and water power that render possible or facilitate the satisfaction of human wants and the attainment of social objectives." (Good 1973:381)

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non-fiction -- "the category of literature including writings that are not fiction, especially books of fact and general information, such as history books, biographies, essays, etc." (American Heritage 1972:606)

rural -- "of or in the country:rural areas." (American Heritage 1972:766)

social studies -- "it is the study of people - people alone, and people as they interact with other people and their environments." (Schreiber 1984:6)

suburb -- "a usually residential area near a city." (American Heritage 1972:863)

trade books -- "a book published for the purpose of giving the reader pleasure and of feeding his interest for pleasure." (Good 1973:68)

understandings -- "an understanding is a summary of the important related facts in a given body of social studies content." (Anderson 1979:T6)

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TRADE BOOKS

LOCAL COMMUNITIES

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JANE HENGESBOUGH I Live In So Many Places
26 pp. Childrens Press 1956 OP

Illustrations by Katherine Evans. I live in a house on a friendly street in a busy town. But, you might live on a farm or in a big city. We all live in counties. Our counties are part of a state. Put all our states together and we live in a country called the United States. The United States in a part of the North American Continent. North America is part of the Western Hemisphere. We live on a planet called Earth. And the earth is part of the Universe. Yes, we all live in so many places. The author has described clearly, yet in a way that the young reader is able to comprehend, the concept of living in a house to being a part of a world community. This book has been written to capture the real meaning of: "Yes, I live in so many places".

This book would be good to use as an introductory book to the concept of being a part of a local community, a national community, as well as a global community in the social studies curriculum on communities at the second grade level. In addition, this book would tie in nicely with the concepts of continents and also with the concept of the map showing all the states of the United States. This book could also be used along with the introduction of maps since it includes a town, counties, states, the United States, and a world map. The student should get the understanding from this book that he/she is truly a part of many communities.

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CLARENCE SAMFORD, EDITH MC CALL, AND RUTH GUE You Are Here
119 pp. Benefic Press 1963 LCCC 63-7015 OP

Designed by Willis Proudfoot. Starting with you, this book shows how you are part of a family, a community, and the world. It describes how families work together, have fun together, and help other families. At school, you learn how to do many things. You learn how to read, how to plan together, and how to work and play together. Also, you learn how to keep well and safe by seeing your doctor, following fire drill procedure, and not accepting rides with strangers. Throughout the book, you learn about families that live in other places. These families live in a way different from the way you live. However, you learn that these families are doing the same things you are doing. They are like you in many ways. You learn also that these families are different from you in many ways. The author has described for the young reader that all families are alike since they have the same basic needs. However, how families meet these needs may be different from the way that you and your family meet these same needs. The details of everyday living is tied in with the everyday living of people around the world as comparisons are made.

This book can be used as an introductory book to the concept of community living in the second grade. It can also be used as the student compares his/her community with the community that is studied in the social studies book. In the book, the community of Fort Frances, Canada has been chosen to compare with the student's own community. You Are Here exemplifies the likes and differences between communities. Students will begin to see more clearly that communities, regardless of where they are, have the same basic needs. These needs, however, are not always met in the same way.

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PATRICIA GEEDY, SUSAN JOHNSON, and SANDRA POLK The City With a Heart
25 pp. Elkhart Community Schools 1980

Illustrated by Virginia Rueff. Robert Cavelier LaSalle is believed to be the first white man to visit what is now Elkhart, Indiana. He was exploring the rivers and trading with the Indians. The Pottawattomi Indians lived here when LaSalle came. At the spot where the Elkhart River joins the St. Joseph, an island was formed. The Indians thought this looked like the heart of a stag - thus came the idea of "City With a Heart". In 1821 the white men and the Indians made a treaty. Soon, Indiana became a state and more people began moving into the area. In 1829 a post office was established, and the village was called Pulaski. In 1839 it was changed to Elkhart. Elkhart began to grow because there was water power and there was a railroad. People from Italy came to live here and start businesses of their own. Soon, many industries began: musical instruments, medicines and health aids, electronic parts, mobile homes, and recreational vehicles. Many contributions to Elkhart and to the county have been made by different races and cultures, such as the Amish families who live in the area around Elkhart. As the community began to grow so did its need for service organizations, newspaper, churches, transportation, city government, fire department, police department, hospital, and schools. The authors have described the early history of Elkhart, how it has grown, and why it has continued to progress. The background information in the book gives the reader a better concept of their local community.

As a beginning point in their study of communities, second grade students will be able to use this book to understand why a city was developed in this particular geographical location. Then, Elkhart can be compared and contrasted with the community of Fort Frances, Canada which is studied in this social studies book.

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DOROTHY M. FRASER and HARRY E. HAY Our Neighborhood
165 pp. American Book Co. 1961 OP

Illustrated by Jo Polseno. This book is divided into seven sections dealing with the ways that people serve a community. The first section shows firemen and the responsibility they have for serving the community. A visit to the doctor for check-ups is described in section two. Who grows our food? How is it canned, packaged, or frozen? How is it transported to stores? How do you know which foods to buy? These questions are answered in the third section of the book. In the next part, the children catch a city bus to school each morning. The bus stops at the school, lets the children off, and goes on. The children wonder where it goes after it drops them off. On their vacation, the children ride the bus on the rest of its route. It goes by the school, stores, factories, and to another town. The bus goes to the service area (bus barn) before making the return trip. The fifth section is about the work done by the post office. It shows the different ways that mail is transported throughout the country, how mail is sorted and how it is delivered to your home. The sixth part tells about the work of the plumber, roofer, carpenter, builders, electricians, and painters as they make an old house into a two-family house. The last section describes the work and activities of a playground supervisor during the summer months. The many services that are provided in a community are clearly described in this book. It has made the concept of goods and services clearer to the beginning student in social studies.

This book can be used in conjunction with the unit on goods and services in the second grade curriculum on communities. The students should be able to distinguish workers who provide services from those who provide goods. The student should be able to understand that families depend upon a community for many of their services and goods.

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POLLY CURREN This Is a Town
32 pp. Follett 1957 LCCC 57-11023 OP

Illustrated by Robert F. Lee. Once there was an open space with woods and fields. A family came along and stayed. They cleared the land and built their home. They got their food from the forest and from the river. Soon, other people came and built their homes. The paths turned into roads and different kinds of stores were built. Before long a church, a school, and a firehouse were built. A police force was formed. People make a park and a field where children could play. The river grew busy with ships loaded with things to buy and sell. Factories were built. Telephones and electric lights came to the town along with automobiles. Because more people came, they had to build more churches, schools, hospitals, and all kinds of stores and factories. Now, it is town just like the one that people are living in today. The development of a town from its very beginning to the way it looks today is clearly portrayed in this book. The reader is better able to visualize, through the clear-cut steps, how a town is actually formed.

During social studies discussions, it is very hard for students in the second grade to comprehend that where we live now used to be a wooded area. And, over the years that it grew from one family coming into the area to the community that it is today. This book, along with the pictures, helps students to understand the concept of how a community starts and grows. This would be an excellent introductory book to the understanding of how a community develops.

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LILLIAM A. LAMOREAU and DORRIS MAY LEE *Good Times In The City*

31 pp. Lyons and Carnahan 1940 OP

Illustrated by Martha E. Miller. Ted and his mother and father live in a small town. It is small enough that Ted is able to go to the stores by himself. He has his shoes repaired at the Shoe Repair Shop, buys marbles at the Five and Ten Cent Store, and gets his hair cut at the Barber Shop. Ted and his mother take the train to the big city. After a two-hour ride on the train, they get off and take an elevated train to the stores. In the big city, they shop for shoes, a sweater, see the toys in the department store, ride on an escalator and buy some candy and ice cream. This book draws a good comparison between a shopping area in a small town and a shopping area in a big city. This is an excellent example of the difference between the stores in a small community and the stores in a large community.

In the unit on the different types of communities in the second grade,, the student should be able to use this book to develop the concept that a small community has less people and would not need a lot of stores to meet the needs of their community while a larger community has several stores to meet the needs of their community because of a larger population. One of the concepts in the chapter on transportation is that people travel in many ways. The train is one method of transportation that people use. The student should be able to understand the reason that an elevated train is used in a large community. Many of the students have been to Chicago and relate this story with the elevated trains that they have seen in Chicago.

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CAROLINE DE KELVER Good Times At The Farm
31 pp. Lyons and Carnahan 1940 OP

Illustrated by Helen Chamberlin. Billy lives on a farm. One of the favorite times of the year is haying time. Many people come to help. Mother and Jane prepare dinner for the hungry men. After haying is over, it is time to harvest the apples. On Saturday, Father and Billy go to town. They take apples and eggs to sell. Before going home, Billy buys a new pair of shoes. Both Jane and Billy have their own animals to take care of. A little lost lamb is cared for by Jane. When a colt is born, Father gives the colt to Billy for him to take care of. The children have a lot of fun sliding on the hay stack. Another one of their favorite things to do is to go fishing in the stream on the farm. The author has taken some of the events happening to Billy and Jane and made the young reader aware of how children live on a farm. By describing everyday living on the farm, the reader learns how a farm family spends their days working and playing together by sharing responsibilities.

A farm is one kind of a community. Children begin to comprehend the concept of rural as they discover that a group of farms make up a rural community. Another important concept is that people in communities produce goods. A farm is a good example of the kind of goods that farmers produce. In this book, both apples and eggs are taken to the stores to sell. In turn, the money that they receive for their goods is used to buy more goods when Billy gets a pair of shoes. This book will help to explain the concept of goods and services to the second grade student in the curriculum on communities.

MURIEL STANEK How People Live in the Big City
48 pp. Benefic Press 1964 LCCC 64-12233 OP

People of many different nationalities live in the big city. These people live in row houses, big houses, small houses, and apartments. They work at different kinds of jobs. When people are through with their work, there are many things to do. They play in their homes. Outside, they can go to parks, go to the stores, go to the museum, go the zoo, go to the YMCA, and go to a concert. There are many schools to provide education: public, art, music, medical, and dancing. The city provides many services for its citizens. People in a big city must obey the laws and work together. Set in a big city, the author has described how a community can offer many different kinds of opportunities for the people living there. It describes the importance of obeying laws and working together to make a community a good place in which to live.

This book affords the student in the second grade an opportunity to use these concepts in his/her study of communities:

1. Comparing and contrasting a large city with a small city.
2. Distinguish between goods and services.
3. Discuss the necessity for obeying the laws and the necessity of having laws.
4. Discuss the different kinds of leisure-time activities.
5. Discuss nationality and where their families originated from.

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LOUISE WOLFE Let's Go To a City Hall
45 pp. G. P. Putnam's Sons 1958 LCCC 58-13317 OP

Illustrated by Jerry Robinson. A community must establish rules that govern its citizens. People in a community vote for the mayor and the council members that they feel will do the best job in running the government of their city. The city manager or the mayor will appoint people to take care of the safety, parks, recreation, health, public works, and finance of the community. A Visit To a City Hall can help the reader understand the duties of the people who run a city and the importance that these positions have on the life of the community. Each duty along with a glossary are described in the back of the book. The details of this book can help the reader gain a good concept of city government.

In the unit "Communities Make Rules", the second grade students are expected to identify rules that are made by the community, to describe the reasons for these rules, to tell how these rules help the community, and to distinguish between rules made by the community and those made by an individual. They need to understand that some rules protect people, some rules protect public places so that everyone can enjoy them, and some rules are made to protect property. A study is made of the rules and laws of the early pioneers in our country who lived in Springfield, Massachusetts. These early rules and the necessity for them is compared to the rules and the type of government that exists in Springfield today. The book: Let's Go To a City Hall is an excellent supplement.

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MURIEL STANEK How People Live In The Suburbs
47 pp. Benefic 1970 LCCC 75-97229 OP

A suburb is a place outside a city. Some of the farm land around a city are now suburbs. People move to the suburbs so that they can have more room to grow gardens, jog, walk their dogs, ride bicycles, and have more room to play. All kinds of families live in suburbs. As more people move to the suburbs, new stores are built. People also find jobs in the suburbs. Some people work in the city and live in the suburb. They go to work by car, on the expressway, by bus, or by train. In the suburbs, people work, play and learn. They visit museums, libraries, take walks in the woods, attend outdoor concerts, have picnics and parades. Each suburb has its own school, fire department, and police department. The various components that make up a suburb are described in this book. It helps the reader to appreciate the concept that all of the people in a suburb must work together to make it a pleasant place in which to live.

As students discuss the different types of communities, the concept of a suburb is a difficult one for second graders. This book will be an excellent one in helping them understand what a suburb is and how the people in a suburb work and live together.

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FLORENCE WIGHTMAN ROWLAND Amish Boy
45 pp. Pitnam's Sons 1970 LCCC 71-110314 $3.29

Illustrated by Dale Payson. Jonathan Lapp, is an Amish boy, who lives with his family on a farm. Thunder and lightening awakens the family. Running to the window, Jonathan discovers that the barn is on fire. Jonathan quickly dresses and helps his family get all of the animals out of the barn before it burns to the ground. Jonathan saves the sow who is about to have her litter. This story takes place in rural Pennsylvania where an Amish boy helps his family and learns the true meaning of friendship. The reader learns, too, how the friendship and faith of the Amish people can create a special bond.

The rural life of the Amish can be compared with other stories that the students have read about farm life. One important understanding that is gained from this book is the way a family depends on its neighbors. This concept can be tied in with the same concept in which the second grade students discuss how they help their neighbors and how their neighbors help them. Many of the students living in the Elkhart area have had an opportunity to see Amish families. This affords an excellent opportunity to discuss why the Amish have chosen to live the way that they do. This discussion can lead to a comparison and a contrast with the ways people choose to meet their basic needs.

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MUNRO LEAF, Author and Illustrator Who Cares? I Do
35 pp. J. B. Lippincott 1971 ISBN 0-397-31521 $4.95

Photographs supplied by: The U. S. Forest Service, The National Park Service of the U. S. Department of Interior, and Keep America Beautiful, Inc. "Our country is getting to be a mess." (p. 1) Each one of us can do something about it - let it start with you! All of our communities across the whole country are being littered by the SPOILERS. The first of the SPOILERS are the DROPPERS - who drop everything. Then, there are the WRECKERS. They destroy things like garbage cans, bottles, glass, parks, playgrounds, deface trees, and write on buildings. They shoot birds and animals, throw rocks at trains and cars, and even make life dangerous. Who Cares? I do. Although a specific place is not mentioned, it is apparent that the "mess" is happening everywhere. Along with the pictures, the reader becomes acutely aware of what the "spoilers" are doing to the environment of our country, and the need for a responsible citizenry to do something about it.

Throughout the entire study of communities, the second grade student is taught the concept of responsibility. Emphasis is put on the need to be a responsible citizen in a community. It is important that students realize the responsibility they have in helping keep their community a clean and safe place in which to live.

PAUL SAWYER New Neighbors
31 pp. Raintree 1978 ISBN 0-8172-1156-X $13.50

Pictures by Mark Gubin. Billy and Tom were the best of friends. They did everything together. One day Kevin moved into the neighborhood. Billy and Tom made friends with Kevin. Before long, Tom and Kevin became best friends, and Billy was not always included. He did more and more things by himself. Mr. Fowler, Billy's father, told him that sometimes a boy has to learn to play by himself, to get along without friends and not let it get him down. When Kevin moves, Billy and Tom try to be friends again, but it might never be the same again. A heartwarming story of a boy who feels the pangs of rejection and learns to deal effectively with those feelings. It presents to the reader an opportunity to examine his/her own feelings in the same kind of situation.

Exploring the feelings of a young child who feels left out is an experience that most second graders can fully understand, not only in the classroom, but in their own neighborhood. One of the objectives in the study of communities is to examine the ways that a family depends upon its neighbors. One of the most important ways for a child to learn this is to know how to play and get along with others. Or, in this case, to learn how to find things to do alone and not feel upset about it.

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ETHEL COLLIER I Know A Farm
70 pp. Scott 1960 ISBN 0-201-09239-5 $4.75

Illustrated by Honore Guilbeau. A young girl and her father stop on their way to the farm so that she can roll down a hill, try to catch a fish in the river, and sail a paper boat. At the farm, she discovers what is inside a barn. She pets a horse. In the hayloft she jumps in the hay and scares a hen off her nest. In the nest she finds a warm egg. There were four baby kittens in the hayloft. A bird flies into the barn to go to its nest at the very top. As she climbs down the ladder, she sees a mouse scamper by - on its way to its nest. All the animals have nests. After exploring the barn, she returns to the farmhouse. Mrs. Green promises her one of the kittens when it is old enough to be weaned. The little girl takes her first trip to a farm. It is an unhurried trip, and she has time to do some special things on the way there. The pictures, along with the story, present to the reader how a little girl discovers some of the animals that live on a farm.

Since a farm is in a rural area, the second grade student will be able to better understand the concept of a rural community. In the study of communities, the student will be able to use this book in the concept of rural.

M. C. Skinner Library Journal 85:2026 My 15 '50 50w. "Told in the first person, the style is somewhat tiresome, but the farm experiences will interest children who cannot have them first hand. Full page illustrations by Honore Guilbeau are attractively reporduced in color. Recommended." Book Review Digest 1960:267.

M. S. Libby N. Y. Herald Tribune Bk R p. 10 Jl 24 '60 170w. "The particular advantage of this book is the simple, matter-of-fact recounting of the normal pleasures of such a visit - a pleasant, attractively pictured, practice reader." Book Review Digest 1960:267.

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TRADE BOOKS

NATIONAL COMMUNITIES

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DENNIS B. FRADIN Florida: In Words and Pictures
47 pp. Childrens Press 1980 ISBN 0-516-03909-1 $10.60

Illustrated by Richard Wahl. Maps by Len W. Meents. Florida is called the Sunshine State because it has warm weather the year round. The history of Florida is told from the first people who came 10,000 years ago to the people who presently live there. Florida has the perfect climate for growing oranges and grapefruit and is the leading orange-growing state. As more people began to retire in Florida, new towns grew. In 1958, the U. S. began launching spacecraft from Cape Canaveral. On an imaginary trip, the reader is taken to visit many of the big cities in Florida like Jacksonville, Tallahassee and St. Augustine. It is the state where you can see the John F. Kennedy Space Center, Disney World and Sea World. Florida is home to Indians, retired people, farmers, ranchers and many others. The content along with the pictures give the reader an excellent resume of the way that people in Florida live. It is written for the young reader to feel that he/she is actually visiting there.

The second grade student learns that the United States is composed of fifty states. The book, Florida: In Words and Pictures is one of a collection of fifty that Mr. Fradin has done on each of the states in the United States. Since students are very much interested in learning about the states in their country, this collection of books can be used by the students to:

1. Make a report on a state of their choice.
2. Study the state as they compare that state with Indiana in relation to goods and services, natural resources, geographical location, leisure-time opportunities, and culture.

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LUCY HAWKINSON, Author-Illustrator Dance, Dance, Amy-Chain!
28 pp. Whitman 1964 ISBN 0-8075-1451-9 $4.50

When Amy and Susie visit their grandparents in a large city in the United States, they learn many of their customs that their Japanese grandparents enjoy. They learn how to make birds and bunnies out of paper. They learn how to sing Japanese songs. On the third of March, grandmother gives the girls wooden dolls. In Japan, the third of March is a special day for little girls. The summer festival, however, is the highlight of the Japanese community. Amy works very hard to learn the dances. Susie knows that when she is older, she, too, can dance in a beautiful kimono in the summer festival. Right now, she can learn the dances while Amy practices. At the festival, Susie becomes lost, and Amy must find her before she joins the dancers. Although she misses the first dance, she finds Susie in time to dance her favorite - the butterfly dance! Although the story takes place in the United States, the author has woven much of the customs and culture of Japan as she told the story of Amy and Susie. With a happy ending to the story, the reader feels a sense of warmth and delight.

After reading this book, the second grade student should be able to compare it with the ways that communities share common activities. This can be compared in the social studies book with the Paper Bag Players entertaining in Brooklyn, New York. They should have an understanding that people in the same community often share common activities. This book can also be compared with the book: City With a Heart. When the people from Italy came to Elkhart, they lived in the same section of town. In the story, Dance, Dance, Amy-Chain!, the Japanese lived in a section of town. Students should be able to have some understanding of why people like to live together to share the same interests and activities when they come from another country to live in the United States. It lends itself to a beginning concept of the multicultural contributions from peoples around the world.

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LAURA BANNON, Author-Illustrator The Gift of Hawaii
29 pp. Whitman 1961 ISBN 0-8075-2904-4 $4.50

Aloha in Hawaii can mean many things. John-John learns that it can mean hello. It can also mean love. Papa brought home a big watermelon for Mama's birthday because he has big aloha for Mama. John-John wanted to show that he had aloha for Mama, too. He decides to take all of his pennies to buy her a gift. Fly-Away, a myna bird, no longer lived in his cage where he had to talk people-talk. Now, he lived in the woods because someone forgot to close his cage. On his way to shop, John-John went to the woods and sat under the fern tree to wait for Fly-Away so that he could give him some watermelon rinds. After Fly-Away ate, he perched on John-John's hat and away they went to shop. John-John tried to buy his mama a mumu, but his pennies weren't enough. He tried to buy a lei, but he still didn't have enough money. So, on the way home, John-John and Fly-Away pick flowers to make their own lei for Mama. Mama loved the lei because each little flower was filled with big aloha. "Aloha", squawked Fly-Away as he flew back to the woods. This time aloha meant good-by. Many of the traditions and customs of Hawaii are brought out in the story of John-John and the meaning of aloha. This is a warm story that the young reader will enjoy as it tells one of the greatest gifts of all - love!

The second grade student learns that the United States is composed of fifty states. Hawaii is one of these states. This book helps the student compare and contrast a state that is located in another part of the United States with their own state of Indiana with respect to goods and services, natural resources, geographical location, leisure-time opportunities, and culture.

BEST COPY AVAILABLE

EDWARD W. DOLCH and MARGUERITE P. DOLCH Stories From Alaska
167 pp. Garrard 1961 ISBN 0-8116-2554-0 $7.29

Illustrated by Carl Heldt. This is a collection of twenty folklore stories about the Indians and Eskimos in Alaska. These stories tell about the life and the thinking of these people before they began to imitate the ways of the white settlers who came to live in Alaska. The hard life that the Indians and Eskimos had are reflected in this collection. The Eskimos and Indians depended on the animals of the sea and forest for their food, clothing, and shelter. The authors have attempted to present to the reader some of the folklore stories that have affected the customs and culture of the people living in Alaska. Certainly, the reader will develop a better appreciation of these people as he/she reflects on the meanings of these stories.

The second grade student learns that the United States is composed of fifty states. Alaska is one of these states. Reading these stories will afford the students with an opportunity to appreciate some of the customs that have developed in another section of our country. It lends itself to compare some of the customs of the students and their families with some of the customs that have developed in Alaska. It will help the students to understand the basis of customs and how they are important to the life of a community.

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TERRY SHANNON A Dog Team for Ongluk
31 pp. Melmont 1962 LCCC 62-7010 OP

Illustrated by Charles Payzant. Ongluk is an Eskimo boy. His father has a dog team to pull his sled and so does his big brother. Ongluk longs for a team of dogs to pull his sled. In the winter, the family lives on the snow and builds their igloo home out of the blocks of snow. They use the animals of the sea to supply them with food and fur for their clothes and blankets. When the days begin to get longer, the family moves to a summer home. They pack all of their belongings into an umiak to go to their summer home. When they arrive there, they make their summer home. It is a tent made out of skins. During the summer, three puppies are born. These three puppies are promised to Ongluk to pull his sled when they are big enough. How a family uses its environment to meet all of its physical needs is brought out in the story of an Eskimo boy. The details of this fictional story are written for the young reader to enjoy a story of a boy's desire to own his own dog.

Second grade students in their study of communities will be able to contrast how this family lives with the way that their family lives. An understanding is developed that all families need food, shelter, and clothing. This Eskimo family is able to meet all these needs from their environment. It is important for students to acquire the concept that the basic needs must be met before they are able to get the other things that they might want.

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LEO POLITI Juanita
29 pp. Scribner 1948 OP

One of Los Angeles' neighborhoods is Mexican-American. This is where Juanita lives with her mother and father. The Gonzalez family owns a puesto (shop) where they sell dresses and lace that Maria makes and the baskets that are made by Antonio. On her fourth birthday Juanita receives a beautiful white dove. The Blessings of the Animals is a ceremony which takes place on the day before Easter. On this day the animals are blessed. This year, Juanita would walk in the procession with her dove. All of the people gathered in the square near the fountain with their animals and pets. From there the parade went to the church patio where the padre blessed all the animals. After the blessings, the families went home. The next morning would be Easter and Juanita had a beautiful new dress to wear. The beautiful illistrations and songs throughout the book along with the story helps to capture much of the Mexican customs and culture. This book is written for the young reader to feel the excitement, warmth, and friendliness as this family celebrates a Mexican festival.

After reading this book, the second grade student should be able to compare it with the ways that communities share common activities. This can be compared in the social studies book with the Paper Bag Players entertaining in Brooklyn, New York. They should have an understanding that people in the same community often share common activities. This book can also be compared with the book, City With a Heart and Dance, Dance, Amy-Chain! showing why people of a certain country choose to live in a section of a city. Students should be able to have some understanding of why people like to live together to share the same interests and activities when they come from another country to live in the United States. It lends itself to a beginning concept of the multicultural contributions from people around the world. Spanish could be introduced to the students. Teach the students a few simple phrases and expressions.

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LEO POLITI Mieko
28 pp. Anderson, Ritchie and Simon 1969
LCCC 69-15402 OP

Mieko lived with her mother and father on a high hill in Los Angeles. They had come to live here from Japan. Next door to their house, Father owned a grocery store. Mieko liked to go to the teahouse and the Japanese garden near their house. Father had made it just like the ones in Japan. In Japan the art of flower arrangement is called, "Ikebana". Mother teaches Mieko the art of arranging flowers. Not far from Mieko's house is a part of the city called, "Little Tokyo". In the summer they have a festival called, "Nisei Week". Japanese-Americans are called "Niseis". This year Mieko is old enough to wear a kimono and dance in the street in the Ondo Parade. Mieko wants to work hard so that she might be chosen queen of the festival. The queen must know how to sew, arrange flowers, dance gracefully, and be a fine hostess at the tea ceremony. Another year passed and Mieko worked very hard at her dances. She wanted to be chosen queen so that her parents would be very proud of her. However, on the seventh day of the festival, the queen rides by on a beautiful float. Mieko is very disappointed that she had not been chosen queen. Her parents ask her why she is so sad. She explains to them that she wanted to be queen so that they would be proud of her. They assured her that she does not need to be the queen for them to be proud of her. For everyday, they are proud of her. A heartwarming, though simply told, story of a little girl who tries to be chosen queen so that her parents will be proud of her. The story, along with the beautifully illustrated pictures, gives the young reader an opportunity to experience many of the traditions that Japan is famous for.

After reading this book about a Japanese neighborhood in Los Angeles, the second grade student should be able to understand how neighborhoods make up communities, and how many of these neighborhoods enjoy the same customs that their families have enjoyed for centuries. This book can be compared with: City With a Heart, Dance, Dance, Amy-Chain!, and Juanita showing why people of a certain country choose to live in a section of a large city. Students should be able to have some understanding of why people like to live together to share the same interests and activities when they come from another country to live in the United States. It lends itself to a beginning concept of the multicultural contributions from peoples around the world.

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LEO POLITI a boat for Peppe
30 pp. Scribner 1950 OP

Peppe and his family live in the old California town of Monterey with other Sicilian fishermen and their families. Peppe collects shells for his friend, Geramia. Geramia is too old to fish anymore so he makes treasure chests, picture frames, and necklaces out of shells to sell. Often Geramia and Peppe go down to the wharf to see the fishing boats come in. Peppe's father goes fishing with a fleet of small boats each night. Before he goes to bed, Peppe asks Saint Rosalia, the patron saint of the Silician fishermen, to take care of his papa. The fishermen return in the morning with their catch. One night a terrible storm came and Peppe's father did not return with the rest of the fishermen. Peppe was very worried and went to his friend, Geramia. Together they prayed. When the storm was over, the other fishermen went out in their boats to find Peppe's father. They found him safe, but very tired! All of the families look forward to the festival of Saint Rosalia. On this day Geramia gave Peppe a toy boat that he had carved and decorated with seashells. A warm story of a young boy and an older friend who share many of the experiences in the life of a fishing community. The author has brought out in the story many of the traditions and customs that this family and the community have continued to enjoy for centuries.

After reading this book about a Silician family in California, the second grade student should be able to understand how neighborhoods make up communities. This can be compared with the books: City With a Heart, Dance, Dance, Amy-Chain!, Juanita, and Mieko showing why people like to live together. They share the same interests and activities when they come from another country to live in the United States. It lends itself to a beginning concept of the multicultural contributions from people around the world.

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JULIET MORGAN SWENSON A Book to Begin on Hawaii
42 pp. Holt, Rinehart, Winston 1963 LCCC 63-10580 OP

Illustrated by Ezra Jack Keats. The islands were formed by volcanic eruptions. After the land became fertile, Polynesian people lived there. For more than a thousand years, the Hawaiians lived there before other people started coming. The eight islands were ruled by kings and queens. Missionaries came to the islands to teach them how to read and write. Soon people from all over the world began to work and live there. In 1959 Hawaii became the fiftieth state. Honolulu is the capital of Hawaii. Many visitors visit Hawaii each year because it is warm all year round. Visitors and islanders ride the waves on surfboards or in out-rigger canoes. Girls in Hawaii still dance the old Hawaiian dance called the Hula. In addition to tourism, the people on the islands fish, raise mangoes, papayas, and flowers to earn a living. But sugar and pineapple are the island's most important agricultural products. Hawaii is called the "crossroads of the Pacific" because ships and airplanes come there from all sides of the Pacific ocean. It is called the "paradise of the Pacific" because the islands are so beautiful. It is called the "melting pot of the Pacific" because so many people from so many different lands live there. The people who live there call it Hawaii Nei, because that means home. Through beautiful illustrations and a simple, but clear narration, the author and illustrator have been able to bring the beautiful islands of Hawaii alive. They have instilled a desire to learn more about the people, their customs, and a hope to visit the islands.

The second grade student learns that the United States is composed of fifty states. Hawaii is one of these states. This book helps the student learn about the history and background of the people that live in Hawaii. They are able, then, to compare and contrast this state with their own state, as well as compare some of the customs of the Hawaiian people with the customs of their own families.

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IRMA SIMONTON BLACK, editor My City
256 pp. Macmillan 1965 OP

Seven illustrators contributed to this book by The Bank Street Readers. This is a collection of stories prepared by the Bank Street College of Education. The book is divided into four sections with a map showing where each story takes place. These stories take place in Chicago, Philadelphia, Los Angeles, and New York. Most of the stories depict some phase of how families live, work, and learn in a big city. In addition, the authors have included some of children's favorite stories. These include Jack and the Beanstalk, Cinderella, and The Lion and the Mouse. A comparison of how families live in large communities is integrated throughout the book in such a way that children are able to relate with experiences of their own families.

This book will give the second grade student an opportunity to compare not only his/her own community, but also the communities described in their social studies book. Since there are two from the eastern part of the country, one from the mid-American section, and one from the west coast, students are able to compare and contrast how families in these big cities meet their needs. In addition, students are able to use their map and directional skills in locating these cities. One of the activities the students are required to do is to label all of the states when given an outline map of the United States. The students should be able to mark on their map the cities of Chicago, Philadelphia, Los Angeles, and New York.

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IRMA SIMONTON BLACK, Senior Editor In the City
31 pp. Macmillan 1965 OP

Illustrated by Dan Dickas. This is a book by The Bank Street Readers. It takes place in a large metropolitan city - like New York City or Chicago. The children live in town houses that are so close together that they touch. There are a lot of houses - all in a row. There are a lot of people and a lot of streets. People are on the go - going everywhere. They go to the stores, to work, to school, and to play. Although simply written, the young reader will be able to relate somewhat to the families in these stories to their own families. The details of everyday living should help the reader appreciate that families everywhere share many of the same experiences.

Second grade students should be able to understand the concept that a neighborhood is one of several that make up a larger community. In this study of communities, the student should be able to distinguish a small community from a large one. This book enables the students to see what a large community is like. For those children who have had an opportunity to go to Chicago, they are able to relate this book to that experience.

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TRADE BOOKS

INTERNATIONAL COMMUNITIES

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JOSEPHINE EARN Looking at Canada
63 pp. Lippincott 1976 ISBN 0-397-31704-2 $10.53

Canada is north of the United States and has been one of our friends for over a hundred years. People from all over the world have come to live in Canada. The American Indians were the first people to live in Canada. Later Eskimos came to live. Ottawa is the capital of Canada. Queen Elizabeth II of Great Britain is also the Queen of Canada. Canada is made up of six provinces and two territories. Winters in Canada are long and cold while spring and summer is very short. Children go to school all year except July and August. In the summer people like to go to the country, the lakes, mountains or the sea. Camping is very popular. They like to play baseball, tennis, golf, and football. Ice hockey is the most popular sport in Canada, but they also like skating, skiing, curling, and snowshoeing. Canada has a lot of natural resources. Mining, fishing, forestry, and farming provide jobs for the Canadian people. The author has been able to give a detailed account of Canada, our neighbor to the north. Through the simple narration and beautiful photographs, the reader will be able to fully understand how the people in Canada live.

Since Fort Frances, Canada is the community that is studied by the second grade student in Living in Communities by Silver Burdett, this book provides an excellent background of Canada. The country of Canada can be studied to compare that country with the United States. As of 1976, Adam and Charles Black, along with J. B. Lippincott Co., has offered a series of books that are available to use for comparative studies. These are: Looking at Holland, Looking at Italy, Looking at Greece, Looking at Norway, Looking at Denmark, Looking at Japan, Looking at Spain, Looking at France, Looking at Israel, Looking at Sweden, Looking at Germany, Looking at Great Britain, Looking at Brazil, Looking at China, and Looking at Nigeria.

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J. B. ICENHOWER The First Book of the Antarctic
66 pp. Franklin Watts 1956 ISBN 0-531-0046806 $4.47

Pictures by Rus Anderson. Mr. Icenhower was a member of the U. S. Navy Antarctic Expedition of 1946. Antarctica was once a green forest much like northern California. Today, it is completely covered with ice and snow. It is cold and windy and never gets higher than 32°. Because of the numerous icebergs and dangerous waters, it is hard to get to the land. Men go to the Antarctic to study the weather. The weather there affects other continents. During the summer months, from December to March, most of the whaling in the world is done in the seas around the Antarctic. Admiral Byrd is largely responsible for the scientific interest in Antarctica. The men who go there have learned how to dress warmly, set up proper huts, prepare special tunnels for their dogs, and have the proper food. Explorers have tried many different means of transportation: dogs, ponies, snowmobiles, tractors, amphibious boats, airplanes, and helicopters. All of the equipment is painted bright orange so that it can be seen in the snow. There are different kinds of penguins and birds, called petrels, living there. In addition to the whales that live in the oceans there are five kinds of seals in the Antarctic waters. This is a fascinating accounting of the Antarctic region. The book depicts many of the challenges of the region and how the explorers have coped with those challenges. Perhaps as more is learned of the region, it will help to serve as a big laboratory for all the nations to study about our earth and its atmosphere.

In the social studies curriculum, the second grade student will be able to use this book to study the antarctic region in depth when a study is made of the seven continents of the world. The author has also written other books that could be used in a study of the continents. These are the first book series on Africa, Australia, Brazil, Canada, England, France, Ghana, India, Israel, Italy, Japan, Mexico, Netherlands, New Zealand, South America, Soviet Union, and West Germany.

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EDWARD W. and MARGUERITE P. DOLCH Stories from France
167 pp. Garrard 1963 ISBN 0-811602357-5 $7.29

This is a collection of nineteen myths and folktales from various sections of France. These stories include: The Old Woman of Carcassonne, Reynard the Fox, Reynard the Fox and Isengrim the Wolf, The Changeling, The Mother Goat and Her Five Children, the Tailor of Limoise, The Blind Young Man, The Good Fortune of Louiset, Filfine and the Prince, The Three Sons, The Golden Fox, Christmas Eve in Plouvinec, In the Stable, the Treasure under the Stones, The Juggler, the Gray Palfrey, The Werewolf, and The Horn of Roland. It is the author's belief that these stories "will help children to understand people in other lands and will help them to develop an appreciation for their customs and culture. Peace for the world can come only through the spreading of this understanding and appreciation" (Preface). In addition, the authors have the following books in this series: Stories from Alaska, Stories from Hawaii, Stories from India, Stories from Italy, Stories from Japan, Stories from Mexico, Stories from Spain, Stories from Old China, Stories from Old Russia, Stories from Old Egypt, and Stories from Canada. Edward and Marguerite Dolch have combined efforts to present a collection of delightful, interesting, and meaningful stories from different parts of the world so that children will be able to gain a deeper appreciation of people and their customs. It is their hope that this will help to foster better understandings among people of the world.

These books can be read by the second grade student to enrich their knowledge and understanding of global culture and customs. After reading one of the books, the student can share his favorite story with the class. They can compare some of the customs with their own customs.

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ANICO SURANY Ride the Cold Wind
40 pp. Pitnam 1964 ISBN 0-399-6053505 $5.39

Illustrated by Leonard Everett Fisher. Paco, a shepherd boy, lives in Peru. Each day he leaves his abode village to take the llamas into the Andes to graze. Paco's mother grows barley and potatoes to be sold at the market. Paco's father is a fisherman. Paco grows very bored tending the llamas each day. He longs to fish in the lake like his father. One day Paco and his sister get up very early. They take their father's balsa to fish. All of the fishermen in the village have tried to catch the mysterious fish, the El Rayo. But, no one has succeeded. How Paco wishes that he could catch the prize. Paco has caught many fish. He throws his line in again-but this time it isn't easy to bring the fish in. He struggles and struggles and is excited to realize that he has caught El Rayo! The boat, caught in the strong wind, begins to tip. Paco looses the fish and falls into the water. Just as the water is beginning to cover his face, he feels the strong hand of his father pulling him to safety. This is an exciting adventure of two children - one that has a happy ending. The author has been able to tell a delightful story while giving the reader an idea of how a family lives in Peru in the shadows of the magnificent Andes.

This book about a Peruvian family can be compared by the second grade student with the shrimp fishing community of St. Augustine, Florida in the Silver Burdett book, Living in Communities. The student can also understand why this family in Peru has used the geographic factors in their environment to provide a living.

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HANNA REICH Children of Many Lands
120 pp. Hill and Wang 1958 ISBN 0-8090-2034-3 $3.95

Children from around the world are pictured in this collection of photographs. Each page has one word on it and that is the name of the country where the child lives. Children are pictured showing what they might be doing in the country in which they live. The pictures also show that children around the world do the same things: yawn, eat, sleep, walk, play, work, and are part of a family. Their faces show sadness, happiness, wonderment, hope, fear, and excitement. A book worth looking at again and again - one is captivated by the delightful photographs as they pictured children around the world. Some of the pictures left you smiling while others left you feeling quite sad.

This collection of pictures lends itself to a discussion of how children around the world live. Each picture can be compared with the life of a second grade student. Discussions can also include the vast differences that exist in some of the pictures. In addition to discussions, the students will be able to write creative stories. Further research might be necessary to explain some of the pictures. As an example, the picture of the Peruvian child who has bamboo sticks tied to its forehead. The head of the child is being shaped to develop a flat forehead. Through research, the student would learn why this would be the custom in that country.

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MITSUMASA ANNO Anno's Italy
44 pp. Fukuinkan Shoten 1978 ISBN 0-529-05559-7 $8.91

Although there are no words, the author has illustrated in a picture book, a trip through Italy. He shows us children playing in fields while farmers are busily at work. In the cobbled streets of villages, the people trade their goods and visit. Anno moves from the smaller villages to the large cities of Italy. In the large cities, the people are selling their wares, and viewing a replica of Columbus' ship. In Venice people are eating, shopping, and riding through the canals in gondolas. Again, he takes the viewer through farm country and out to the sea. Throughout the entire book runs the theme of Christ - as religion is involved in the daily lives of the Italian people. The watercolor drawings, done in beautiful soft colors, give the viewer a glimpse of the country of Italy. The author has taken Anno on a picture journey from Italy's small rural communities to its larger cities. It is a book to delight anyone looking at it.

During the unit on communities, the picture book could be used to illustrate the country of Italy along with Let's Take a Trip to Italy. The second grade student should be able to compare and contrast the communities in our area with the communities pictured in Italy.

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FLORENCE WIGHTMAN ROWLAND Little Sponge Fisherman
45 pp. Pitnam 1969 ISBN 0-399-60421-9 $3.96

Illustrated by Mamoru Funai. Father was the best fisherman on Mindanao, an island in the Phillippines. Since father had been ill and couldn't work, Nicasio knew that he must do something soon to keep the family. They were running out of food. When Nicasio thought of a plan, he told his sister. She doubted that a boy of ten could do it. But, she agreed to help and after some exciting problems, he proves that he can be a sponge fisherman like his father. This is a charming story of a little boy who tries to take on adult responsibilities to help his family. The beautifully, illustrated pictures are a delightful addition to the story.

After having read this story, the second grade student will be able to understand how sponges are acquired. The student should be able to understand how the sea provides a living. The student should also be able to compare how the sea in this story has provided a living along with the shrimp that provide employment to the fishermen in St. Augustine, Florida.

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SONJA and TIM GIDAL My Village in France
72 pp. Pantheon 1965 ISBN 0-394-91905-X $5.69

Denis Martinesse lives in the village of Theziers in Southern France with his parents, sisters and brothers. After leaving school, he helped his father in the vineyards and fields. He also helps other farmers with their cherry harvest. He prefers driving a tractor to working in the brick factory like many of the men in the village do. Denis tells about the daily life of his family as well as the lives of some of the other people who live in his village. He likes to read biographies and knows much about the history of his village as well as France. He enjoys riding his motorcycle and playing boule with his father and brothers. He cheers the bicyclists who are passing through the village in the Tour de France bicycle race hoping that Pierre (who is from their village) will be first - but, he comes in seventh! Denis and Jacques go motorcycling on Sunday to the Pont du Gard, the bridge and aqueduct and on to Avignon. The simple narration and snapshot-like-pictures will give the reader the feeling that he knows Denis and his family quite well. The reader will be able to relate similar family and neighborhood experiences.

This book is too difficult for the average second grade student to read. However, it can be used by the teacher as a resource book to compare a small village in France with a small community in the United States. In the second grade curriculum, the students could compare this village with their own community as well as the community of Fort Frances, Canada which is studied in their book. The author has also written a series of My Village books which include: Austria, Denmark, England, Germany, Greece, India, Ireland, Israel, Italy, Morocco, Norway, Spain, Switzerland, and Yugoslavia.

M. S. Libby Book Week p. 28 S 12 '65 50w. "The splendid photographs and fine reporting of the Gidals...can almost act as a substitute for a week-end stay with the Martinesses." Book Review Digest 1965: 467.

C. A. Gallant Library Journal 90:5108 N. 15 '65 20w. "Informal photographs of a village family living in the Theziers, near Avignon, are fascinating, but the text not too lively...Grades four to five." Book Review Digest 1965:467.

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INGRI and EDGAR PARIN D'AULAIRE Children of the Northern Lights

33 pp. Viking 1965 ISBN 0-760-21741-7 $8.95

The Lapp family moves from one mountain to another so that the reindeer can find moss to eat. Lasse and Lise and the rest of the Lapp children love to move and drive their reindeer. Quickly the tent is taken down and everything they own is put on sleds. When they come to the new camp place, the tent is put up again. There, they stay during the dark, long winter. Soon, the sun begins to shine and before long it is light from morning 'till night. Every fall and spring the Lapp children go to school in the village. First, Lise and Lasse take a hot, steaming bath. Then, they go to the schoolmaster's house and put on their fine suits of blue cloth. They make friends with the village children and soon learn all their games. In school they learn to read and write. The teacher tells them that the world is big and round, and they live almost at its very top. Lise and Lasse's parents bring the younger children of the family into the village at Christmastime. When school is over in the spring, the Lapp family moves to the coast where they will spend the summer so that the reindeer can eat the fresh green grass along the shores. In the fall they return to the mountain. The story of these children who live in the far north will delight young readers. The beautifully toned pictures add a very special touch to this book. It is a book that appeals to children.

The second grade student will enjoy contrasting the life of the Lapp family with the way that they live. It clearly shows how a family must often use the surrounding environment to meet their needs.

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YOSHIKO UCHIDA Sumi's Prize
43 pp. Scribner 1966 ISBN 0-684-13157-9 $5.95

Illustrated by Kazue Mizumura. Sumi is a second grader, and she lives in Sugi Village in Japan. The mayor, who is also the teacher, announces that there is going to be a kite flying contest. Sumi's brother is going to enter the contest. Sumi decides that she is going to enter the contest, too. The day of the contest arrives, and Sumi, who is the only girl to enter the contest, is very excited. All of the people arrive. The mayor arrives, too, in his special, tall, black hat. The contest begins and Sumi's kite is soaring ever so high - higher than all the rest - even her brother's. She looks over to see if the mayor is watching. As she does, a wind blows the mayor's hat right off! Since all of the people are watching the kites, no one notices that the mayor's hat is flying away. She decides to forget about her kite and run after the mayor's hat. She loses the kite contest, but gains a valuable prize. The mayor gives Sumi his own personal pen for recovering his hat. Her brother won the kite flying contest. But, she, too, won a prize! The author has been able to tell the story of one of Japan's favorite customs - kite making and kite flying in this charming story of Sumi. It also brings out the unselfishness that is so often seen in children as they eagerly do something for someone else.

After reading this book, the second grade student should be able to compare how communities share ways to spend leisure time. This book can be compared with the ways that American communities like to spend their leisure time. The student will study in their book, Living in Communities the Paper Bag Players in Brooklyn, N. Y. and the family attending a rodeo. In addition the children learn about one of Japan's customs - that of kite making.

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ASTRID LINDGREN Noy Lives In Thailand
46 pp. Macmillan 1967 LCCC AC 67-10094 OP

Photographs: Anna Riwkin-Brick. Noy lives in a house on stilts in Thailand. She lives in a village by a large river. When it rains, the river overflows its banks. The village depends on the river. Noy and her little brother Tavi swim and ride on the water buffaloes when they are not helping their father set rice plants or catching fish. One day, Noy goes with her father to Bangkok where he will sell the melons he has grown. This is the first time she has ever been outside of her village. There are a lot of other boats there, too, full of pineapples, bananas, coconuts, and other good things. Noy decides to look around and goes much farther than she realized. She becomes lost and very frightened. She goes to the Buddhist temple where she prays for help. When she leaves, she finds her father outside looking for her. Noy decides that it was nice to visit Bangkok, but it is even nicer to go home. The everyday living of a family in Thailand is brought out in the story of Noy. The photographs make the reader feel that they have actually spent some time with Noy and her family. A happy ending to a rather frightening experience for a child - getting lost!

In reading the story of Noy, the second grade student will be able to compare and contrast the community in Thailand with their own community. They will also be able to conclude the likenesses and differences in family life as well as various customs.

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INGRI and EDGAR PARIN D'AULAIRE The Magic Meadow
55 pp. Doubleday 1958 LCCC 58-9641 OP

Peterli and his grandfather lived in the Alps. All summer long Peterli herded his grandfather's cows and goats in his magic meadow. The brave story of William Tell spread throughout the country. Men from different cantons in the Alps met and united the twenty-two cantons into one country, Switzerland. The men of each canton meet once a year to decide how to govern their homeland. Grandfather and Peterli loved to go the meetings in the valley. After the meeting, they would return to their own village high up in the mountain. It was so steep that neither car nor horse and cart could make it. Peterli tended the cows and goats in the meadow where he gathered health-giving herbs. In the evening Peterli and grandfather milked the cows and made new cheese. The new cheese was put on a shelf in the cheese house to age. When the cheese was ready, Peterli would take a load of cheese on his back and a bunch of herbs to market in the capital. The city was called Berne, which means bears. Peterli sells his cheese and herbs to a man there who promises to build a cable. Now grandfather will be able to go again to the meeting. Soon tourists begin to visit Peterli's village, and he has little time to herd the cows and goats. Perhaps, now they will not have to work so hard. Told against the background of the history of Switzerland, this story describes the daily life of Peterli and his grandfather - making cheese, herding the animals and guiding tourists. The pictures that are so typical of D'Aulaire's books add a special dimension to this book.

The second grade student will be able to use this book to compare a farming community in Switzerland with a farming community in the United States. They should also be able to relate to the need for laws in all communities and the reason we have laws. This book can also be used in the concept of goods and services.

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NAPOLI - Author and Illustrator adventure at Mont-Saint-Michel

29 pp. McGraw-Hill 1966 LCCC 66-11942 OP

Living in a fishing community along the Normandy beach in France, Centauree and Yen have an exciting adventure. Fascinated by the tide and where it goes, Centauree finds herself marooned on a rock island. When Yen discovers that she is gone, he asks the fishermen for help. After she is safely rescued, the fishermen try to explain to her about the turning of the earth and how the water moves in and out. But, right now, she is just too tired and sleepy to understand. Perhaps, she will just be content now to hunt shells and wade in the sea with Yen and just watch the tide come in and out in front of her thatched home on the beach. A charming story about a child's curiosity that leads to an exciting, but frightening adventure. The illustrations add to the over-all enchantment of this delightful book.

After reading this book, the second grade student should be able to understand how a geographical location can provide much of the needs of a family. It provides a living, materials to build a home, and enjoyment from the sea. This book can be compared to the fishing that is done in St. Augustine, Florida in the Silver Burdett book, Living in Communities.

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GEORGE HELLER Hiroshi's Wonderful Kite
32 pp. Silver Burdett 1968 LCCC 68-13497 OP

Illustrated by Kyuzo Tsugami. Hiroshi and his father had made a kite for him to fly for Shogatsu, the Japanese New Year. Hiroshi dressed quickly on this brisk December day because he was going to fly his kite - try it out! Hiroshi's father, who owned a shop where he sold silk for kimonos, wanted Hiroshi to run an errand for him before he left to fly his kite at the Buddhist Temple Grounds. Hiroshi went to the front part of the house where father's shop was and got the material he was to deliver. While Hiroshi and his friend were waiting at the corner for the light to change, the package was snatched from his grasp. The thief leaped onto the back of a truck. Hiroshi grabbed the back of the truck and pulled himself up over the tail-gate. Hiroshi had an idea - he would fly his kite. Soon, they were rescued by the police because they were able to trace them by the flying kite. Hiroshi and his precious package were rescued. This is a story that will delight the spirit of adventure in children. The author and illustrator have been able through their pictures and narration to describe clearly the daily lives as well as many of the customs of a Japanese family.

This is a book about Japan in Our World of People Series on Japan. This an excellent source for second grade students to use in their study of how people in communities live, work, and play in the world. As this book is read, the student will be able to decipher how a Japanese family earns its living, how they live in their home, what they eat, and learn about one of their important holidays. This could be compared with their own style of living.

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EVALINE NESS, Author-Illustrator Josephina February
28 pp. Scribner 1963 LCCC 63-10390 OP

Josephina and her grandfather live in a house built on stilts. The walls are made of thatched shades that can be rolled up during the day and rolled down at night. The roof is also made out of thatch. They raise fruit in a grove by their house. Grandfather's birthday is coming soon and Josephina would like to get him a new pair of shoes. When grandfather goes to work, he tells Josephina to stay home. But, she does not obey him. She goes out to the grove and picks some fruit to take to market to sell so that she can buy her grandfather a new pair of shoes. On the way to the market, she finds a lost burro. She immediately names him Cap. In her attempt to find out who the burro belongs to, she gets to the market place too late to sell her fruit. On her way home, Mr. Hippolyte, who owns the sugar fields where grandfather works, offers to trade her a pair of shoes for Cap. Although she is reluctant to give up Cap, she trades! She is pleasantly surprised at the end of the book because Mr. Hippolyte gives her back Cap to care for. The spirit and color of Haiti are captured in this book. Children will enjoy this heart-warming story of a little girl who has a difficult decision to make - an unselfish decision that has a happy ending.

The second grade student will learn about products grown in Haiti. They should, after having read this book, be able to understand how the environment has provided materials to build their home. A comparison can be made between the way our families buy their food in a store with the way the Haitian family buys their food in a market place. Students should be able to understand how climate affects what you wear, what you grow, and the type of home you have.

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VERA FORSBERY Salima Lives in Kashmir
46 pp. Macmillan Co., 1970 LCCC 79-119835 $4.50 OP

Photographs by Anna Riwkin-Brick. Salima is nine years old and lives in Kashmir. The people in Kashmir live on boats. Father looks after his gardens. Since the gardens float on the water, he must plant them and weed them from his boat. The children paddle in their boat to school. Girls must have permission from their father and grandfather to go to school. While her mother helps her father, Salima cleans the boat, scrapes lotus roots for dinner, and takes care of her little sister Azisa. Grandfather decides most things, and Salima is afraid to ask about going to school. Her brother, Nazir, asks for her. Grandfather tells Salima that there are many things she must learn at home first. She must learn to smoke the fish, weave carpet, and take salt to the sheep. The family attends a wedding, and Ahmed and Guma are given one of the black lambs as a wedding present. Finally, grandfather gives his consent, and Salima is allowed to go to school. She learns to read to her grandfather. The details of everyday living of a family in Kashmir are woven around the hopes of Salima's dream to be allowed to attend school. Again, Anna Riwkin-Brick has used photographs to make the reader feel that he/she is actually visiting this family and sharing their lives in Kashmir.

In a unit on communities, several countries can be studied by the students. A second grade student may choose a country and report to the class:

1. How the people make a living.
2. What the families do for recreation.
3. How that community is like theirs.
4. How that community is different from theirs.

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G. WARREN SCHLOAT, JR. Fay Gow A Boy of Hong Kong
23 pp. Knopf 1964 ISBN 0-394-91147-4 $4.99

Fay Gow is a twelve-year-old Chinese boy. He lives on a boat in the Bay of Aberdeen in the harbor of Hong Kong. The boats gather in groups, making up communities - just as people live in a community in a city. His boat-city has 30,000 people living there. Most of his life is spent on the water. Each morning he feeds the chickens, collects the eggs, and turns the fish as it dries. Fish and rice compose most of their diet. They cook their food on a small, wood-burning stove and use the water from the large storage tank below the deck for drinking and cooking. The water from the bay is used to wash the dishes and clean the deck. Fay Gow earns extra money running a water taxi with his sampan. Each morning, the family listens to the radio to see if the weather is favorable for a fishing trip. Fay Gow's father is a fisherman. Since he is a Buddhist, he prays at the altar in the corner of the living room before they go on their day-long fishing trip. Along with the pictures and narration, the reader has the feeling that he is actually visiting Fay Gow. It gives the reader an excellent insight into the actual life of a boat person.

The second grade student will enjoy relating and comparing a boat community with their own community in their study of communities. This book will also give the student an opportunity to compare their daily life with that of Fay Gow.

Christian Science Monitor p. 8 B My 7 '64 60w. "Fay Gow's book is especially fascinating...With a minimum of text to explain the fine pictures Mr. Schloat has again given...a great sense of immediacy and actuality." M. S. (Book Review Digest 1964:1040)

C. P. May N. Y. Times Bk R pt. 2, p. 4 My 10 '64 100w. "Some of the photos tell their stories imperfectly, causing one to look carefully for a monkey mentioned in the text or for boys playing ball...Most of the pictures, however, such as the one of Fay Gow turning fish to dry in the sun, create the feeling that a real boy is being seen in his natural surroundings." (Book Review Digest 1964:1041).

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MARGUERITE HENRY Brazil In Story and Pictures
27 pp. Whitman 1941 OP

Pictures by Kurt Wiess. Brazil was discovered in 1500 by Pedro Cabral. Indians lived there until Pedro Cabral came. The Portuguese needed slaves to work the land, so black people came. In addition white people and some Japanese have gone to Brazil to live. Brazil covers half of South America. Most of the people live along the eastern coast. Much of the world's coffee is grown in the southern Highlands. The man of the family is called a colono. Each plantation has many colonos. They live in huts on the plantations and have their own vegetable patches. In June they harvest the coffee in Sao Paulo. After the seeds are dried and bagged, they are sent by railroad to Santos where the coffee bean is shipped all over the world. In addition to coffee, cocoa, oranges, bananas, and cotton are grown. Cotton spinning and weaving are important industries. In the Rio Grande area rice, cattle, tobacco, grapes and tea are grown. Gold, diamonds, manganese and iron ore are mined. Wild Indians and wild cattle live in the very center of Brazil. The Amazon River carries more water than any other river in the world. Along the banks of the Amazon are wild forests which provide homes for alligators, lizards, storks, giant butterflies, monkeys, and parrots. The zambo people, who are half Negro and half Indian, live in the jungle. They tap wild rubber trees and sell rubber. Rio de Janeiro is the capital of Brazil. Brazil is the only country in South America that speaks Portuguese. The history of Brazil as well as the products they grow will help the young reader understand the importance of Brazil. It is a book that is written so that a student studying their first concept of a country will be able to enjoy it and also understand it.

Brazil can be studied by the second grade student in conjunction with the continents. The books can also be used to compare an agricultural region in the United States with the products grown in Brazil. The student will also begin to understand the concept of how countries depend upon each other for trade.

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JONATHAN RUTLAND Take a Trip to France
32 pp. Franklin Watts 1982 ISBN 0-531-00989-0 $8.90

Photographs: Air France, The French Government, Tourist Office, Jonathan Rutland, and Barrie Smith. Bastille Day, July 14 is France's most popular festival. On July 14, 1789 the French won their freedom from the King. Paris is the capital of France. Many people visit there. The city is cut in two by the River Seine. The largest part of the city is on the right bank. Many artists live on the left bank. In the middle of France are many castles. Near Germany is a part of France called Alsace. It used to belong to Germany. People there speak French and German. The villages have lovely old fairy-tale buildings. In the northern part of France is the monastery of Mont St. Michel. In the southern part there are extinct volcanoes, mountain lakes and deep caves. Many of the people in France live in flats in the city. Away from the city people live in houses or cottages. People buy their food at street markets. The trains in France are some of the best in the world. Many people earn their living making wine, fishing, making tapesteries, baskets, and pottery. Each region has its own special dances. Boules and skiing are favorite sports. This is an over-all view of the communities in France and how their people live, work, and play. It is written so that the student studying a country for the first time will be able to enjoy and understand it. The actual photographs of the country add a special dimension.

In a unit on communities, several countries can be studied by the second grade students. A student may choose a country and report to the class:

1. How the people make a living.
2. What the families do for recreation.
3. How their communities are like ours.
4. How their communities are different than ours.

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JONATHAN RUTLAND Take a Trip to Spain
32 pp. Franklin Watts 1982 ISBN 531-00991-2 $8.90

Madrid is the capital of Spain. The King lives in the Royal Palace in the middle of Madrid. A replica of Christopher Columbus' ship is in Barcelona. Toledo, Segovia and Seville are old towns in Spain. Spanish people like to eat paella which is made from rice, tomatoes, peppers, and peas. The children begin school at six. Most of the houses have balconies. Some of the people in Spain are very poor. Bull-fighting is a favorite sport. Dancing is very popular. In the winter people ski in the mountains. There are many beaches in Spain, and the people in Spain as well as tourists like to visit them. Farmers in Spain grow many kinds of fruits and vegetables. This is an over-all view of the communities in Spain and how their people live, work, and play. It is written so that the student studying a country for the first time will be able to enjoy and understand it. The actual photographs of the country add a special dimension.

In a unit on communities, several countries can be studied by the second grade student. A student may choose a country and report to the class:

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CHRIS FAIRCLOUGH - Text and Photographs Take a Trip to England

32 pp. Franklin Watts 1983 ISBN 0-531-044165 $8.90

England is one of the four countries that make up the United Kingdom of Great Britain. It has both industrial cities and small villages. London is the capital of England. Queen Elizabeth II lives in Buckingham Palace in London. Some of the people in England are farmers and some are fishermen. They also build fine aircrafts and cars. Two of their favorite meals are roast beef and Yorkshire pudding and fish and chips. English children start to school when they are five. Soccer and cricket are favorite sports. They also enjoy tennis, rugby, horse racing, and swimming. Because England is on the sea, many people spend their vacations and leisure time at the beach. England is famous for its writers; such as William Shakespeare and Charles Dickens. This is an over-all view of the communities in England and how their people live, work, and play. It is written so that the student studying a country for the first time will be able to enjoy and understand it. The actual photographs of the country add a special dimension.

In a unit on communities, several countries can be studied by the second grade students. A student may choose a country and report to the class:

1. How the people make a living.
2. What the families do for recreation.
3. How their communities are like ours.
4. How their communities are different than ours.

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CHRIS FAIRCLOUGH, Text and Photographer Take a Trip to Italy

32 pp. Franklin Watts 1983 ISBN 0-531-04319-3 $8.90

Italy is a long peninsula jutting into the Meditterranean Sea. Rome is the capital of Italy. Rome was once the heart of the ancient Roman Empire. Many tourists visit Rome. There are many historic buildings. The Pope, who is head of the Catholic Church, lives and works in Vatican City. Children start to school when they are six. Italian families are large. Grandparents may live in the same house. Most families eat pasta every day. Italians fish, make cheese, grow grapes for wine, make cars, make olive oil, and grow fruit. Italians love ice cream, and it is sold everywhere. They like to play football and race motor cars. Because Italy is on the sea, people spend their vacations at the beach. The Alps in the northern part of Italy provide skiing in the winter and hiking in the summer. Italy is famous for its music and art. The great sculptor, Michelangelo, lived in Florence. The statue of David is there. The leaning tower of Pisa is also in Florence. The city of Venice is built on many islands. Since there are no roads, people get about by boat. This is an over-all view of the communities in Italy and how their people live, work, and play. It is written so that the student studying a country for the first time will be able to enjoy and understand it. The actual photographs of the country add a special dimension.

In a unit on communities, several countries can be studied by the second grade students. A study may choose a country and report to the class:

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3. How their communities are like ours.
4. How their communities are different than ours.

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CHRIS FAIRCLOUGH, Text and Photographs Take a Trip to Holland

32 pp. Franklin Watts 1982 ISBN 0-531-044173 $8.90

Holland is a small country in Western Europe. It is sometimes called the Netherlands. Netherlands means "low lands". The government is in a city called "The Hague". Amsterdam is the capital of Holland. It has many canals. People in Holland earn their living by raising flowers. They are famous for their tulips. They also raise dairy cattle, make cheese, sell diamonds, make porcelain china, make DAF trucks, and refine oil. Families in Holland usually spend their evenings at home. Their homes are clean and tidy. Children begin school at six. On the 6th of December the Dutch celebrate the birthday of St. Nicholas. St. Nicholas arrives by barge to hand out presents to the children. People in Holland like to ice skate, go bicycling yachting, wind-surfing, and play soccer. Some people still wear the traditional costume of their village and clogs (wooden shoes). Many famous painters were born in Holland: Peter Paul Rubens, Rembrandt and Vincent Van Gogh. This is an over-all view of the communities in Holland and how their people live, work, and play. It is written so that the student studying a country for the first time will be able to enjoy and understand it. The actual photographs of the country add a special dimension.

In a unit on communities, several countries can be studied by the second grade students. A student may choose a country and report to the class:

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BILLY N. POPE Your World Let's Visit Mexico City
30 pp. Taylor 1968 ISBN 0-87833-021-6 $4.00

A mother and two daughters travel from Laredo, Texas to Mexico City to visit a family living there. The children compare their books and their money. The Mexican children decorate a Christmas tree in their court yard. On their visit they see many of the important attractions in Mexico City. They take a boat ride through the floating gardens called Xochimilco. They climb the steps of an ancient Indian temple. At the top they are able to see the pyramid of the sun. The American children buy roses to give to the senora as their way of saying 'gracias' for showing them Mexico City. Many of the small factories are located in the back of stores. There are many open markets. The American children decide to buy a piñata to take home. Each page has an English narrative with the translation in Spanish. This book highlights the important places to visit in Mexico City as well as describing some of the customs of the Mexican people. It is simply written for a beginning student to be able to understand another country.

Second grade students will be able to study more about their neighbor to the south when they discuss the North American continent. They will be able to compare and contrast customs of the Mexican people. They will also be able to compare a large Mexican community with a large American community. They will be able to distinguish many of the differences as well as ways they are alike. This would be a good time to introduce some simple Spanish words and phrases.

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MIROSLAV SASEK This is Rome
60 pp Macmillan 1966 $5.95

According to legend, Rome was founded on the Palatine Hill. Once it was the capital of the Roman Empire - now it is the capital of Italy. Venice Square is in the center of Rome. On one of the seven hills is the capitol. The City Hall is in the middle with a museum on each side. The Pantheon and the Trajan's column are the only monuments of Ancient Rome. The Collosseum used to seat 80,000 people to watch the gladiators fight. St. Peter's is the biggest church in the world. St. Peter's Square is in Vatican City. The Vatican City, where the Pope lives, is a state of its own. There are many ancient statues in Rome. Michelangelo, a painter and sculptor, painted the ceiling of the Sistine Chapel. There are many churches, squares, and palaces in Rome. One of the famous roads is the Old Appian Way. The road is lined with Ancient Roman graves. The biggest park in Rome is the Borghese Gardens. Rome is indeed a busy place. Many tourists come to visit. If you want to return to Rome, go to the famous fountain, Fontana di Trevi, throw a coin over your right shoulder - and you'll be assured that one day you'll return to Rome. This book gives the young reader an exciting trip to the wonderful and fascinating city of Rome. It is written and illustrated to give the young student as he/she studies a big city an idea of all the components that go into making a big city.

This book, along with the series of other cities to visit that the authors have written (This is: Paris, London, New York, Edinburgh, Munich, Venice, San Francisco, and Hong Kong) will give the second grade student an opportunity to compare life in a big community in other countries as well as the two American cities of New York and San Francisco.

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SUMMARY

The second grade social studies curriculum of the Elkhart Community Schools deals with many concepts of a community that can be strenghtened through the use of trade books. The major concepts that were used while choosing trade books were:

1. The components that make up a community.
2. The different kinds of communities.
3. The ways that people live in these communities.
4. The ways that people earn livings in these communities.
5. The ways that people learn in these communities.
6. The ways that people use their leisure time in these communities.
7. How these communities are alike and how these communities are different on a local, national, and international basis.

The student must have a good concept of what a community is. One of the best books to explain this concept was the book, I Live In So Many Places, written by Jane Hengesbough. In her book, she starts with the basic concept of "I live in a house." From there, she develops the idea of a larger world community: a city or a farm, a county, a country, a continent, a hemisphere,

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the earth, and finally, the universe. (Hengesbough 1956)

After the student has the concept of what a community is, it appears logical to spend some time discussing their local community - one in which they are familiar and one in which they are able to relate concepts. The City With a Heart was written by three Elkhart teachers to give the student the history of Elkhart along with the reasons why a community grows. (Geedy, Johnson, Polk 1980) There were several books available that explained quite well what a neighborhood is, what a town is, what a farm is, and what a suburb is. From a study of these books, the student has a better understanding of the kinds of communities that are in his/her immediate area.

When the second grade student begins to understand that we are one of the states in the United States and begins to study the map of the United States, there is a great deal of interest in discussing and locating these states. The students like to tell where they have been, where some of their relatives live, and where they would like to visit. A collection of the fifty states, written by Dennis B. Fradin, would be an excellent source to choose a state or states and make a report on it. (Fradin 1980)

Several books dealing with foreign neighborhoods in large cities were found. These included Japanese,

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Mexican, and Sicilian. Although fictional, these books combined an interesting story with customs and culture of their native land. Students seem to enjoy reading a selection that tells a story in preference to a selection that gives facts.

From the study of the United States, the student becomes aware that we are but a part of the world. The world is made up of countries, and these countries are divided into seven parts. The parts are called continents. Although few children have traveled in other countries, they are interested in learning more about families and communities in other countries. There were several excellent series that were available. One was the "Looking At" series by Josephine Earn. In all, there were sixteen countries. These books gave the student an opportunity to learn more about families and communities in those countries. (Earn 1976) Another good series was the ones written by J. B. Icenhower. These were the "First Book" series. There were eighteen countries included in this series. (Icenhower 1956) Edward and Marguerite Dolch feel that myths and folktales "will help children to understand people in other lands and will help them to develop an appreciation for their customs and culture. Peace for the world can come only through the spreading of this understanding and apprecia-

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tion." Their series included ten countries as well as Alaska and Hawaii. (Delch 1961)

Several fictional stories were chosen because of the high interest to students. These stories included Peru, Italy, Phillipines, France, Japan, Thailand, Switzerland, Haiti, Kashmir, and Hong Kong.

Two more series that were reviewed that were very good were: the "Take a Trip to" series. The ones that were chosen to review were France (Rutland 1982), Spain (Rutland 1982), England (Fairclough 1983), Italy (Fairclough 1983), and Holland (Fairclough 1982). The other series was the "This is" series. In this series Miroslav Sasek takes the reader to several big cities including Rome, Paris, London, Edinburgh, Munich, Venice, Hong Kong, New York and San Francisco. (Sasek 1966)

One book that was chosen and reviewed had to do with communities everywhere. It was Who Cares? I Do written by Munro Leaf. This book, although dealing with our country, could apply to any country in the world. It deals with the condition of our country: "Our country is getting to be a mess." It talks about the spoilers...Those spoiling our communities by dropping everything and by the wreckers...Those wrecking everything! (Leaf 1971)

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CONCLUSIONS

Research indicated that there was a need for trade books in the social studies curriculum. First, books can help to reinforce the major concepts. Secondly, trade books can help stimulate interest in social studies.

It was found that there is a great variety of trade books in both the elementary school library as well as the local library. These books included a balance between fiction and non-fiction. They covered local, national, and international communities sufficiently well enough to allow the student to increase their understanding and knowledge of the concept of communities.

Although there were many books that were available, it was necessary because of limited time to choose only fifty books to be reviewed. The books that were reviewed were chosen because they were accessible, they covered a specific concept, and they were appealing to the second grade student. Of the fifty reviewed, four were written from 1940 to 1950, seven were written from 1951 to 1960, twenty-five were written from 1961 to 1970, and fourteen were written from 1971-1983. If this is an accurate sampling of the trade books that are available, it would seem that there is a need for more books to be written at the present time. Or, more trade books in social studies need to be ordered.

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Since time did not permit more than fifty books to be reviewed, it is assumed that there were just as many good books available that were not reviewed. Therefore, it seems that there are many excellent trade books for the second grade student to read to substantiate a good social studies program in communities.

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RECOMMENDATIONS

It is recommended that:

1. The social studies teacher assume the responsibility to integrate trade books in the curriculum on communities.
2. The teacher assume the responsibility to make trade books from the Elkhart Public Library available to the students in the classroom.
3. The students have an opportunity to read a variety of trade books to broaden their knowledge and understanding of communities on the local, national, and international levels.
4. The students have an opportunity during school time to use trade books in a variety of ways.
5. The teacher work with the school librarian to continue to provide trade books that are appropriate for use in the second grade social studies curriculum.

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